

Primary Phase – TA

Grade: Scale 4

Job Description

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| Post Title: | Primary TA – |
| Purpose: | <ol style="list-style-type: none"> 1. To complement and support the work of class teachers, contributing to a range of teaching and learning activities and to work collaboratively with colleagues as part of a professional team. 2. To deliver and assess learning activities or intervention to individuals and groups of under-achieving pupils directed and supported by the class teacher. 3. To monitor, assess, record and report on specific pupils' achievements and development under an agreed system of supervision. 4. To consistently promote positive values, attitudes and behaviour. 5. To support the school's Inclusive ethos assisting all pupils in their learning and development, treating them with respect and consideration. 6. To have high expectations of all pupils' achievement and a commitment to raising educational standards. 7. To encourage the social and emotional development of pupils. 8. To encourage pupils to participate in all aspects of school life. 9. To help pupils to become independent and confident learners. 10. To liaise with the Class Teacher as required, attending preparation and planning meetings during work hours. 11. To set up and oversee the proper use of playground equipment during pupil breaks and lunch time ensuring successful play experiences, liaising with class teachers, SLT members and the Head of Primary |
| Reporting to: | Head of Primary / EYFS Leader |
| Responsible for: | The provision of effective learning experiences and support for specific pupils across the Primary classes to include lunch-break and playtimes. |
| Liaising with: | Executive Head, Head of Primary, EYFS Leader, teaching/support staff, LEA representatives, external agencies and parents. |
| Working Time: | 195 days per year. Full-time |
| Salary/Grade: | Scale 4 |
| Disclosure level | Enhanced |
| MAIN (CORE) DUTIES | |

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| <p>Operational/ Strategic/ Planning</p> | <p>Planning & Expectations Working within school policies and procedures to:</p> <ol style="list-style-type: none"> 1. Prepare for learning sessions and interventions as directed and clear afterwards. 2. Promote equality of opportunity for all pupils. 3. Contribute to effective planning and preparation of lessons with Class Teachers, also planning and preparing independently for interventions. 4. Contribute to the planning of opportunities for pupils to learn - in accordance with school policies and procedures. 5. Contribute effectively to the selection and preparation of teaching resources that meet the diversity of pupils' needs and interests. 6. Provide constructive feedback to the pupil and teacher (both written and verbal). <p>Monitoring and Assessment</p> <ol style="list-style-type: none"> 1. Support teachers in evaluating pupils' progress through a range of assessment activities (including accurately marking of work in line with the school's policy) taking this information into account when planning future lessons. 2. Monitor pupils' responses to learning tasks, participation and progress, providing constructive feedback to pupils, supporting them as they learn, and modifying teaching strategies accordingly. Provide constructive feedback to the teacher (both written and verbal). 3. Contribute to maintaining and analysing records of pupils' progress. <p>Teaching, Learning and Play Activities</p> <ol style="list-style-type: none"> 1. As directed by the Class Teacher, use clearly structured teaching and learning activities that interest and motivate pupils and advance their learning. 2. Communicate effectively and sensitively with pupils to support their learning. 3. Promote and support the inclusion of all pupils in the learning and play activities in which they are involved. 4. Use behaviour management strategies in line with the school's policy and procedures which contribute to a purposeful learning and play environment. 5. Advance pupils' learning in a range of settings, including working with individuals, small groups and whole classes under the supervision and direction of the teacher. 6. Recognise and respond effectively to equal opportunities issues as they arise, including challenging stereotyped views and by challenging bullying and harassment, following relevant policies and procedures. 7. Organise and manage safely, learning and play activities inside and outside classrooms managing the teaching space and resources for which they have responsibility. 8. To work with individuals, small groups or the whole class in the classroom, outside the main teaching area or outside in the play areas. |
| <p>Staff Development:</p> | <ul style="list-style-type: none"> • To take part in the school's staff development programme by participating in arrangements for further training and professional development. • To continue personal development in the relevant areas including subject knowledge and teaching methods. • To engage actively in the Performance Management Review process. • To work as a member of a designated team and to contribute positively to effective working relations within the school. • TAs will be invited to attend relevant CPD sessions held in the Primary School. |
| <p>Management Information:</p> | <ul style="list-style-type: none"> • To maintain appropriate records and to provide relevant accurate and up-to-date information for MIS, registers, etc. • To complete the relevant documentation to assist in the tracking of pupils and use information to inform teaching and learning. |

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| Communications: | <ul style="list-style-type: none"> • To communicate effectively with the parents of pupils as appropriately directed by the Class Teacher and Head of Primary. • Where appropriate, to communicate and co-operate with persons or bodies outside the school. • To follow agreed policies for communications in the school. |
| Professional Values and Practice | <ol style="list-style-type: none"> 1. Have high expectations of all pupils and promote and reinforce pupils' self-esteem. 2. Respect pupils' social, cultural, linguistic, religious and ethnic backgrounds. 3. Be committed to raising the educational achievement of pupils. 4. Build and maintain successful relationships with pupils, treating them consistently, with respect and consideration and to be concerned for their development as learners. 5. Demonstrate and promote the same positive values, attitudes and behaviour that are expected from pupils. 6. Work collaboratively with colleagues to meet the needs of all pupils (inc SEN pupils). 7. Ensure supervisory duties are 'swapped' with, or covered by, a colleague if you know you will not be available. 8. Carry out all aspects of the role effectively and to seek help and advice when necessary. 9. Ensure your work is carried out with regard to good practice relating to equalities and diversity. 10. Liaise sensitively and effectively with parents, carers, and outside agencies (e.g. school psychology service) recognising their roles in pupil's learning. 11. Continually seek to improve own practice, including through observation, examination and discussion with colleagues and to seek advice or guidance as necessary. |
| Management of Resources: | <ul style="list-style-type: none"> • To contribute to the process of the ordering and allocation of play and learning equipment and materials. • To assist the Head of Primary(acting as SENCo) to identify resource needs, intervention materials and to contribute to the efficient/effective use of physical resources. • To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the School, department and the pupils. |
| Health and Safety/ Personal & Medical Care | <ul style="list-style-type: none"> • Follow health and safety regulations and guidelines when attending to pupils' hygiene, health and medical needs under the direction of the SENCo. • Promptly report any problems in maintaining standards of health and hygiene to the class teacher and SENCo. • Promptly report signs of health problems to the class teacher and the SENCo. • Be available to assist with personal and medical care for disabled students across the year groups when required (training available). • Willingness to train for First Aid/ Personal Care duties as required. |

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| <p>General</p> | <ol style="list-style-type: none"> 1. Maintain a safe environment for pupils, staff and visitors to the school. 2. Meet with parents (e.g. at open evenings) as necessary. 3. Supervise pupils off site on school trips and other external visits. 4. Provide welfare support for pupils. 5. Maintain confidentiality according to school and legal requirements at all times. 6. Provide comfort and immediate care for minor accidents, upsets and ailments and report serious problems to the relevant people. <i>NB The provision of First Aid should only be undertaken by a qualified First Aider.</i> <p>These duties are neither exclusive or exhaustive and the postholder may be required to carry out such other appropriate duties as may be required by the Executive Headteacher and Head of Primary within the grading level of the post and competence of the postholder.</p> |
| <p>Proposed Other Specific Duties:</p> | |
| <ul style="list-style-type: none"> • Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers. • The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition. <p>Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.</p> | |
| <p>This job description is current at the date shown, but following consultation with you, may be changed by Management to reflect or anticipate changes in the job which are commensurate with the salary and job title.</p> | |

Head of Primary :

Staff Member:

Date: